

Communicating with your
deaf child in...

Ugandan
Sign
Language



Book One

Contents

3	Contents
5	Introduction
6	Chapters
47	Notes

6 Chapter 1
Greetings and Courtesy

10 Chapter 2
Friends and Family

13 Chapter 3
Fingerspelling and Numbers

16 Chapter 4
Going Shopping

24 Chapter 5
The World and Far Away

31 Chapter 6
Children's Rights

36 Chapter 7
Health

42 Chapter 8
Express Yourself

Introduction

This book is for parents, carers, guardians and families with a basic knowledge of Ugandan Sign Language (USL) who want to develop their USL skills to communicate at a more advanced level with their deaf children using simple phrases and sentences.

This is the second edition of the book, first published in 2013 now with added amends and content following consultation with users.

We want this book to:

- Empower families to improve their communication skills
- Ensure deaf children are included in their family life and in their communities
- Empower deaf children to express their own views and values and develop the social skills they need to lead independent lives
- Allow deaf children to fulfil their potential

How to use this book

Sign language is a visual language using gesture, body movements and facial expressions to communicate. This book has illustrated pictures to show you how to sign different words. The arrows show you the hand movements needed to make the sign correctly.

This book is made up of eight chapters, each covering different topic areas. Each chapter has a section on useful vocabulary followed by activities to enable you to practise phrases using the words learned in the chapter. Each sign has the English meaning written below followed by a space to write your local language (LL) if necessary or to write the signs in the way you would easily remember.

Emphasis in sign language is only made through facial expressions and the nature of the hand movement. For example, to emphasise a certain issue, you will have to increase the weight of the facial expression and move your hands faster with a lot of energy or move it slowly based on the meaning you want to make. Sign language has its own structure and therefore the revision sentences will follow the structure of sign language.

This is your book, please take it home with you and keep on practising what you have learnt to be good in USL. Remember, your deaf child and their siblings can offer a very interesting opportunity to practise and in some cases, they can also be your teacher at home.

Thank you

Deaf Child Worldwide would like to thank Nasser Ssenyondo, Robert Nkwangu, Eroku Simon, Aguti Esther, Bonie Busingye, Juliet Mirembe, Esther Nakiberu, Kepha Mecha Ombati, John Kizza and Richard Mativu Musau for their help with revision of this book.

Chapter One

Greetings and Courtesy



You



Me



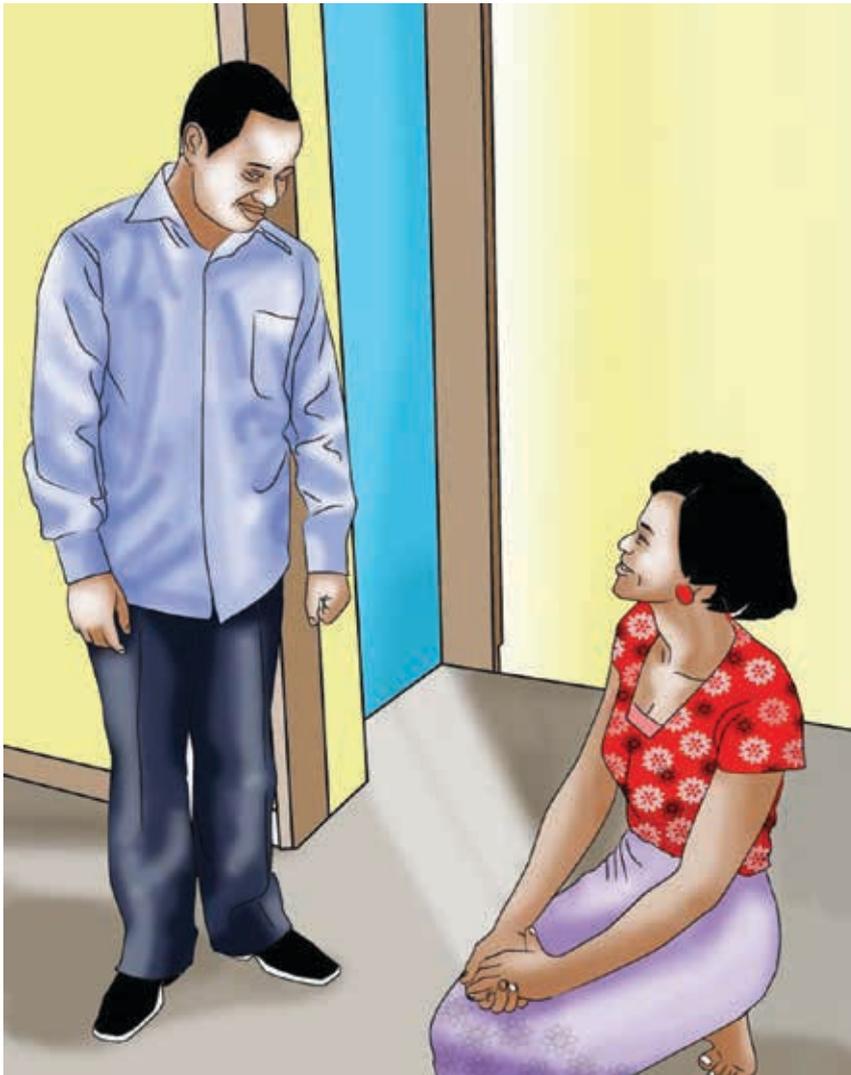
Friend



Hallo

Let's be friends/You are my friend

Local language: _____



Good Morning



Good Evening



Good Afternoon





Please



Thank you



Sorry



Welcome



Wait



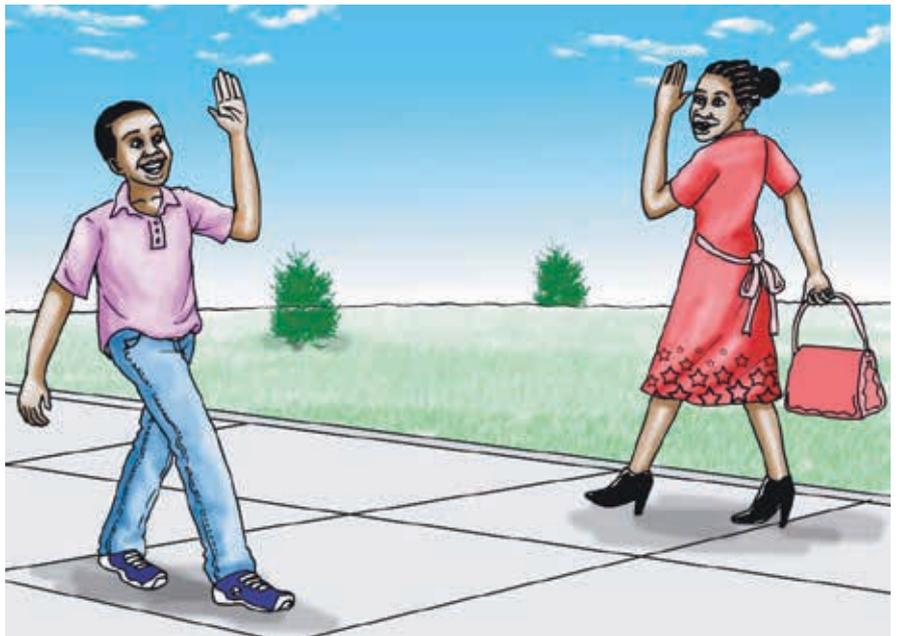
Help me



Fine



How



Sentences



You



Who



You



How

What is your name?

Local language: _____

How are you?

Local language: _____



Please



Help me

Help me please.

Local language: _____



Now



You



Me



Friend

You and I are friends now.

Local language: _____



Home



Your



Where

Where is your home?.

Local language: _____



Book



Your



Give me



Please

Please give me your book.

Local language: _____



You



Good



Friend

You and I are friends now.

Local language: _____



Friend



Your



Who

Who is your friend?

Local language: _____

Activity 1

Task 1: In pairs, practise greetings and introducing a friend to the group.

Task 2: Role play. Your deaf child has come home with a friend. As a parent you are asking him / her about his / her new friend. Sign out your questions.

Chapter Two

Friends and Relatives



Parents



Children



Mother



Father



Sister



Brother



Son



Daughter



Aunt



Uncle



Niece



Nephew



Cousin



Grand mother



Grand father



Grand daughter



.....

.....

.....



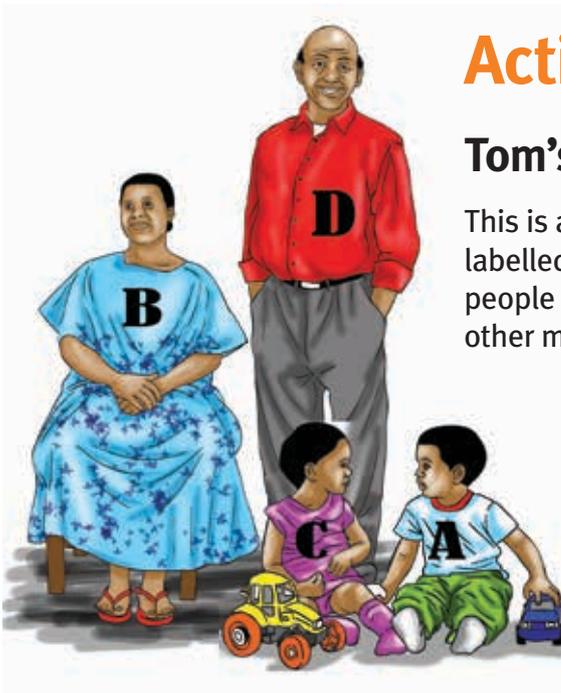
Friend



Enemy

.....

.....



Activity 1

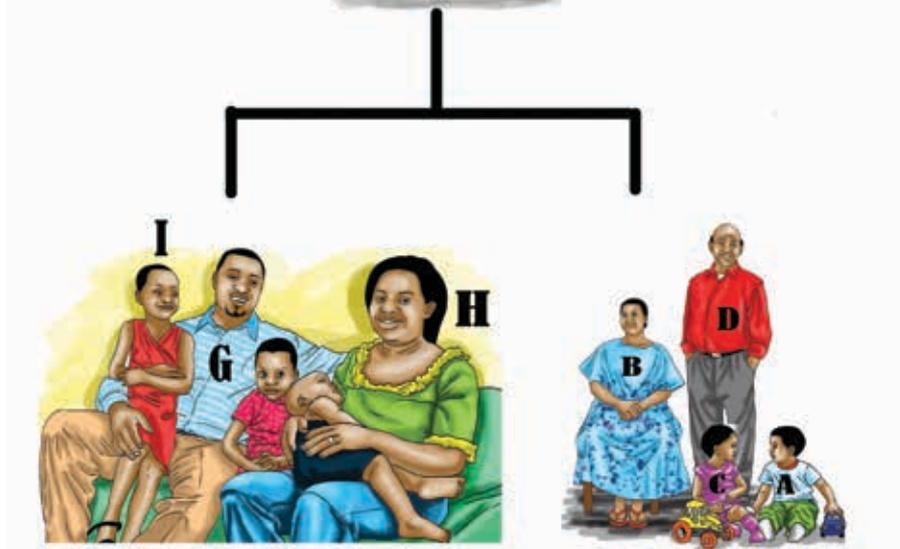
Tom's Family

This is a picture of Tom's family. Tom has a t-shirt labelled 'A', as the instructor points at the different people in Tom's family, using USL, identify the other members.



Activity 2

This is a picture of Tom's nuclear family and his extended family. The relatives are labelled with letters, using USL, identify each member in reference to Tom.



Activity 3

Sign out conversations based on the pictures.



Activity 4

Try describing in USL the following relatives of your deaf child:

- Aunt
- Cousin
- Grandmother
- Uncle

Numbers and Counting



1



2



3



4



5



6



7



8



9



10



0



Eleven



Sixteen



Thousand



Million

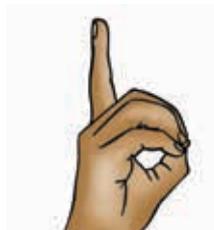
Sentences



Name



Mine



D



I



N



A

My name is Dina.

Local language: _____



Name



Mine



J



U



M



A

My name is Juma.

Local language: _____

Activity 1

Using one-hand-manual-alphabet, spell your name.

Activity 2

In pairs, alternate in spelling different common words. Your partner will spell a random word and you will tell them what they just spelled.

Activity 3

Practice different numbers, tell the year, birth date for your first born etc.

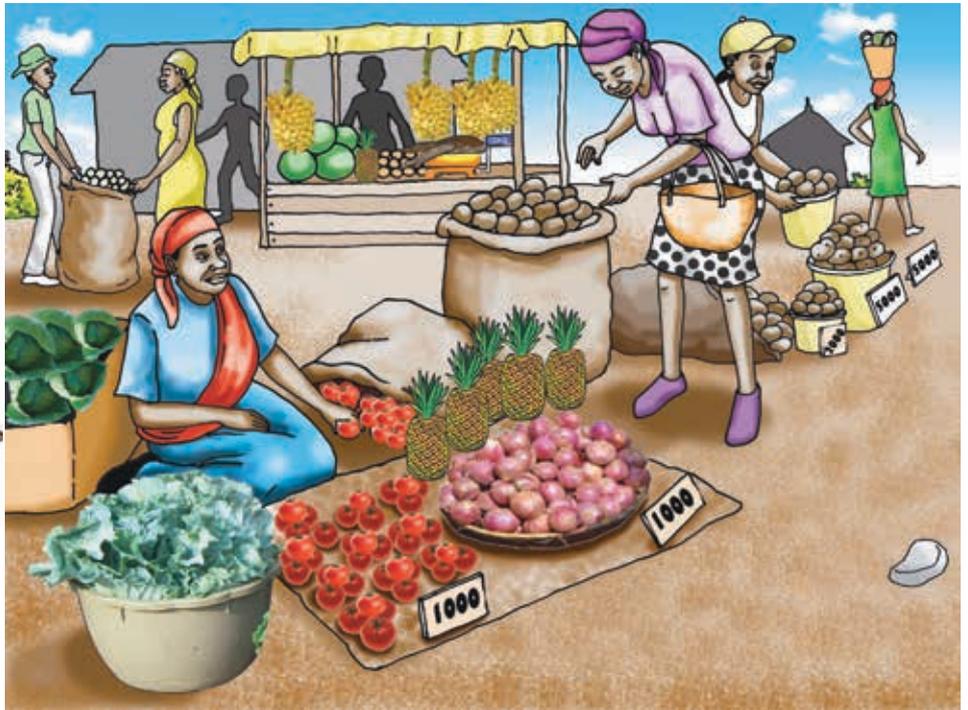
Chapter Five

Going Shopping



Market

.....



Weighing Scale

.....



Fruit

.....



Vegetable

.....



Orange

.....



Tomato

.....



Cassava

.....



Irish Potato

.....



Sweet Potato

.....



Onion

.....



Pumpkin

.....



Banana

.....



Omena/Silver Fish

.....



Rice

.....



Bread

.....



Milk

.....



Sugar

.....



Salt

.....



Meat

.....



Tea Leaves

.....



Flour

.....



Pineapple

.....



List

.....

Making plurals

You can use numbers to make plurals in USL.



Orange



Eleven

Eleven oranges.

Local language: _____



Wash



Tomato



Six



Give Me

Wash six tomatoes and bring them to me.

Local language: _____



Milk



Three



Buy

Buy three packets of milk.

Local language: _____

Activity 1

Task 1: Practise making sentences in USL using numbers to make plurals.

Task 2: Use the signs below to help you make more sentences.



Kilo



Cup



Half



How Much

Sentences



Buy



Sugar



Kilo



One

Buy one kilo of suger.

Local language: _____



Milk



Six



How Much

How much does six packets of milk cost?

Local language: _____



Balance



Ask Him



Check

Ask and check if you have the correct change.

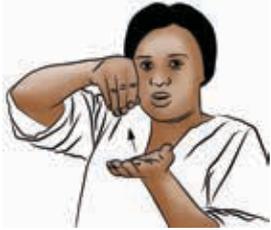
Local language: _____

Activity 2

Sign out how you would send your deaf child to the shop to buy the following items:

1. 2kg of sugar, 2 packets of milk, 1 cabbage and 5 tomatoes with 15,000 shillings.
2. 1 loaf of bread and 2 oranges.
3. Rice, salt, tea leaves and sweet potatoes.

Being specific



Flour



Posho

Posho Flour

Local language: _____



Flour



Chapati

Chapati Flour

Local language: _____



Flour



Porridge

Porridge flour

Local language: _____

People at the Market



Work

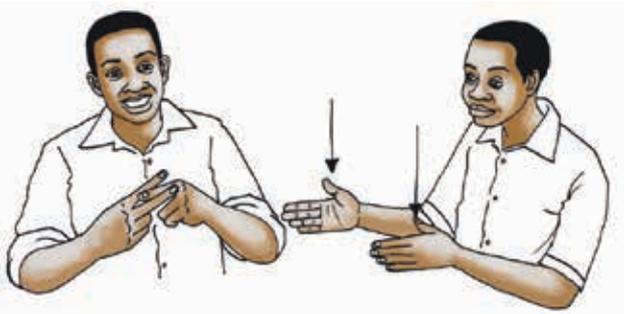


Market



Who

Local language: _____



Mechanic

The Mechanic

Local language: _____



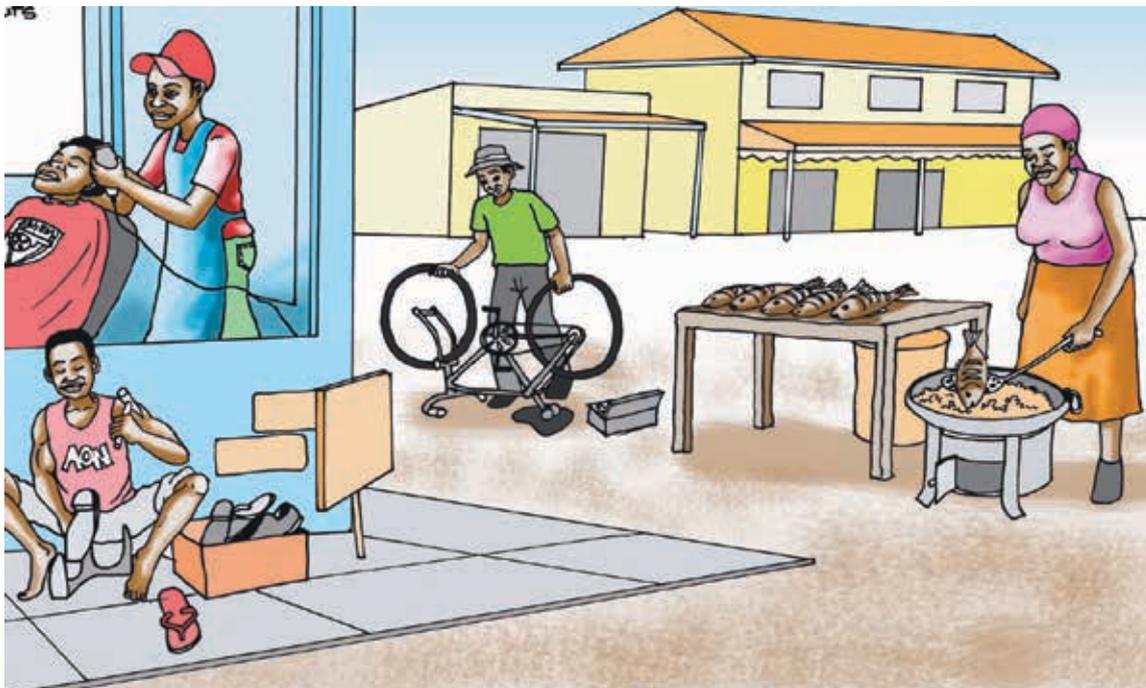
Barber

The Barber

Local language: _____

Activity 3

Use the picture below to make sentences about sending your child to different people working at the market.



Important Verbs



Buy

.....



Take

.....



Count

.....



Bring Me

.....



Look

.....



Run

.....



Ask Him

.....



Show

.....



Ask Me

.....



Tell

.....



Choose

.....



Search

.....

Sentences



Market



Run



Vegetable



Bring Me

Run to the market and bring back dodo.

Local language: _____



Meat



Half



Kilo



Buy



Balance



Bring Me

Buy half a kilogram of meat and bring back the change.

Local language: _____

Activity 4

Practise making sentences based on the two examples above.

Key Points to Remember

- When signing instructions to your child, use short pauses to separate the different tasks you want them to carry out.
- People working at the market may not know USL. Ask your child to write down the shopping list as you sign it to them. (This is a good way to check that they have understood you.) Your child can use the written list to communicate with people at the market. This can be helpful in rural areas where shops are often dark, items on display are difficult to see and it is not easy for a deaf child to point to the things they want to buy.

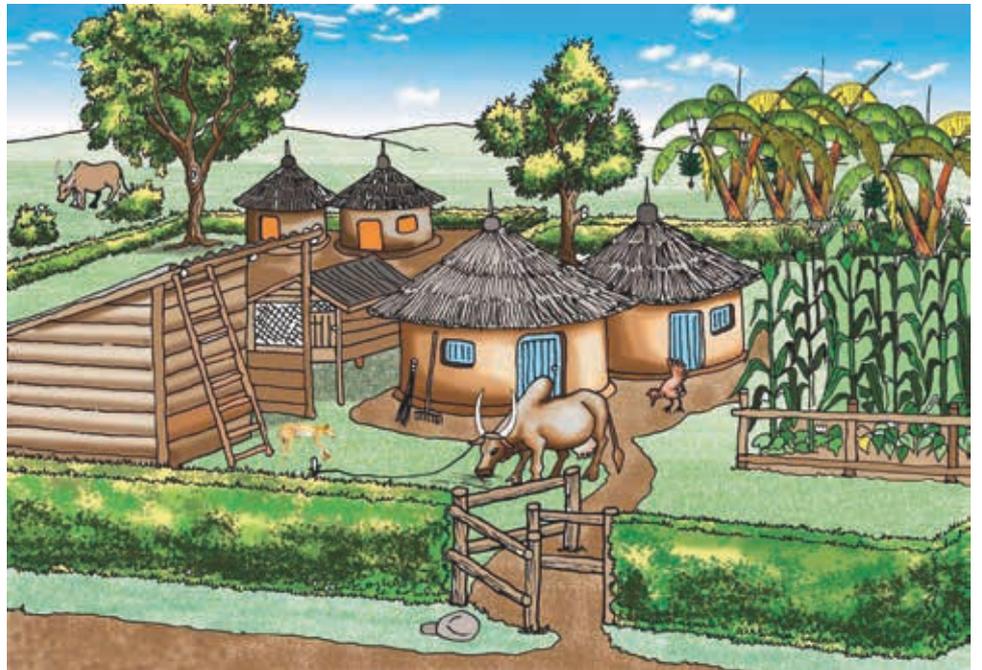
Chapter Five

The World Around and Far Away



Environment

.....



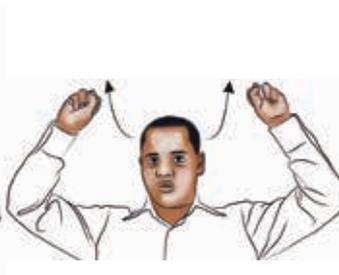
Kitchen

.....



Chicken

.....



Cow

.....



Hoe

.....



Rake

.....



Neighbour

.....



House

.....



Land

.....



Gate

.....



Land Lord

.....

Sentences



Home



M



A



R



U



Clean

Maru's home is clean.

Local language: _____



House



Three



There

There are three houses there.

Local language: _____



Land



Near



House



Maize



Grow

The garden near the house has maize.

Local language: _____



Cow



Impossible



Gate



Pass

The cow cannot pass through the gate

Local language: _____

Activity 1

Use the picture at the beginning of the chapter to sign as many sentences as possible about Maru's home.

Important Places to Know



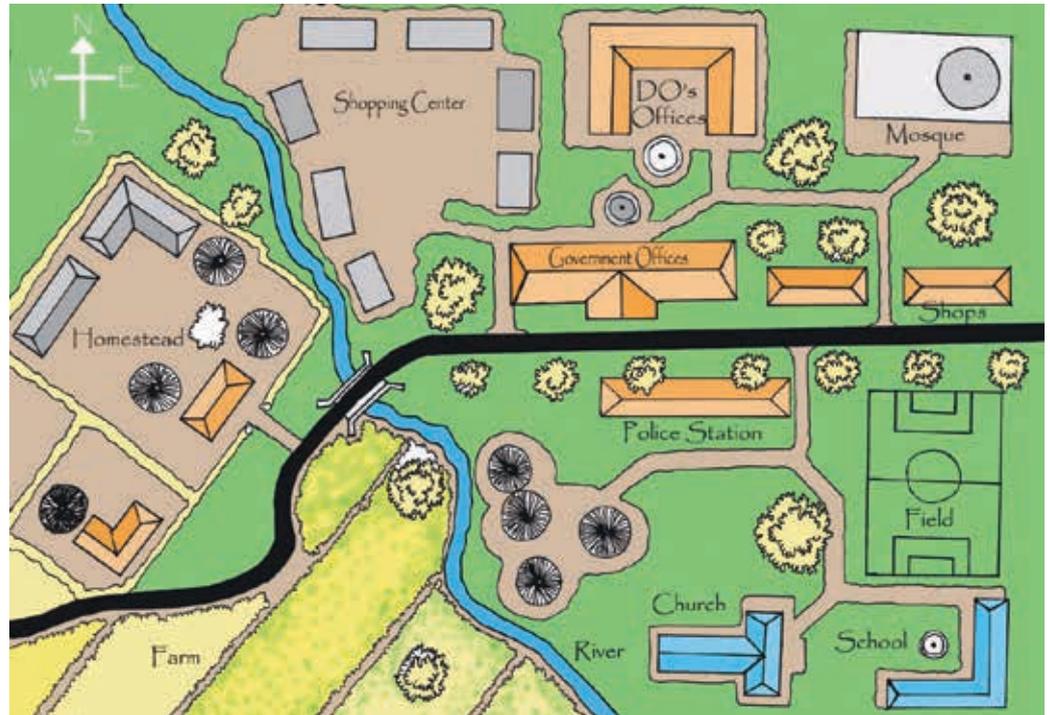
Hospital

.....



Bank

.....



Police Station

.....



Chief

.....



Near

.....



Far

.....



School

.....



River

.....



Direction

.....



North

.....



South

.....

Sentences



River



Home



Near

The home is near the river.

Local language: _____



Land



Big



Vegetable



Grow

Vegetables are grown in the big land.

Local language: _____



Area



This



Hospital



There



Zero

There is no hospital in this area.

Local language: _____



School



Where

Where is the school.

Local language: _____

Important Point to Remember

- Using sketches to explain directions can help your deaf child understand how to get to places they have not been to before.

Towns in Uganda



Uganda

.....



Kampala

.....



Arua

.....



Bushenyi

.....



Bududa

.....



Mukono

.....



Entebbe

.....



Lira

.....



Masaka

.....

Sentences



Bushenyi



There



Tea



Much

A lot of tea grows in Bushenyi.

Local language: _____



Uganda



City



Big



Kampala

Kampala is the capital city of Uganda.

Local language: _____



Mukono



District



There



Sugar Cane



Grow

Sugar cane grows in Mukono district .

Local language: _____



Arua



Entebbe



Far



Drive



Hour



Eight

Arua is far from Entebbe, it is about eight hours drive.

Local language: _____

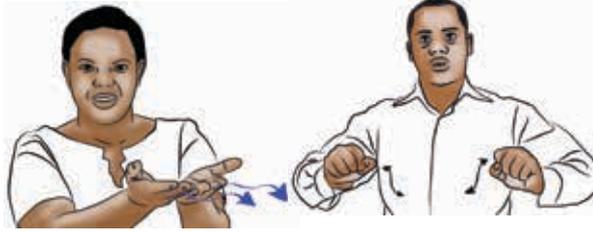
Activity 2

Use the different modes of transport below to sign sentences about travelling to different places.



Taxi

.....



Ferry

.....



Motorbike

.....



Bicycle

.....



Canoe

.....



Boat

.....



Aeroplane

.....



Train

.....

Activity 3

Task 1: Sign out simple sentences about different regions in Uganda and the common activities there.

Task 2: Pick a place name card. Sign the name of the place on your card and some information about the area – for example, how to get there, how much taxi fare would be needed, what the town is famous for.

Chapter Six

Children's Rights



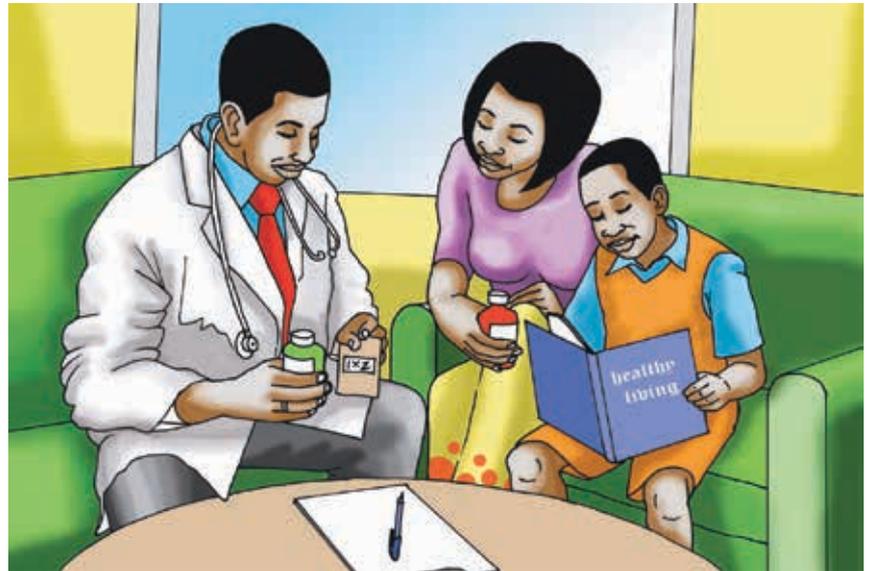
Child



Rights

Children's rights.

Local language: _____



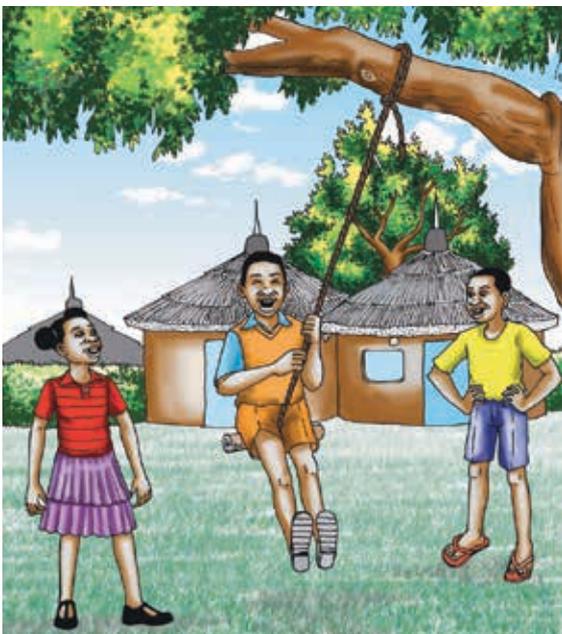
Example



Good

Good Examples.

Local language: _____



Useful Signs



Hospital



Play



Safe



Care



Advice



Sick



Report

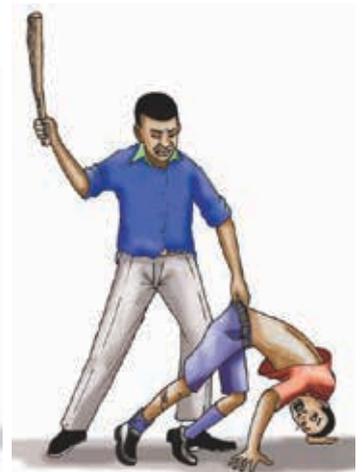
Rights Violations



Example



Bad



Bad Examples.

Local language: _____



Signs That May Help You to Explain Sexual Abuse



Touch



Bad



Secret



Rape



Vagina



Breast



Force



Pain



Sex



Lie



Give Up



Love

Important Points to Remember

Deaf children need to be taught:

- The difference between good touching and bad touching.
- How to report any bad touching and not to keep secrets.
- How to yell or make noise if they experience a sexual attack.
- Not to accept gifts in return for sex.

Sentences



School



Good



Go



Always

It is always good to go to school.

Local language: _____



Night



Walk



Good



Nothing



It is not good to walk at night.

Local language: _____



Choose



Friend



Good

Choose good friends.

Local language: _____



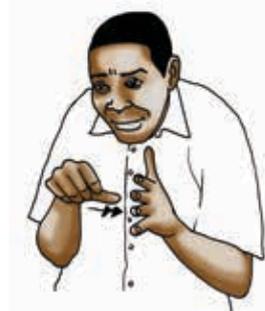
Trust Me



Tell Me



If



Problem

Trust me and tell me if you have any problems.

Local language: _____

Activity 1

In groups, sign out conversations based on the following scenarios:

- 1 Child labour.
- 2 A child denied an education.
- 3 A child at risk of sexual abuse.
- 4 A well protected child, well advised and aware of his / her rights.

Key Points to Remember

- Deaf children need to be able to describe people to report abuse.
- Teach your child to give sign names to relatives and other people in the village they are regularly in contact with. As a parent, you need to know these signs names.
- Teach your child how to describe people using characteristics like tall, short, fat, thin.



Chapter Seven

Health



Ear



Eye



Neck



Stomach



Knee



Toes





Hair

.....



Head

.....



Nose

.....



Teeth

.....



Elbow

.....



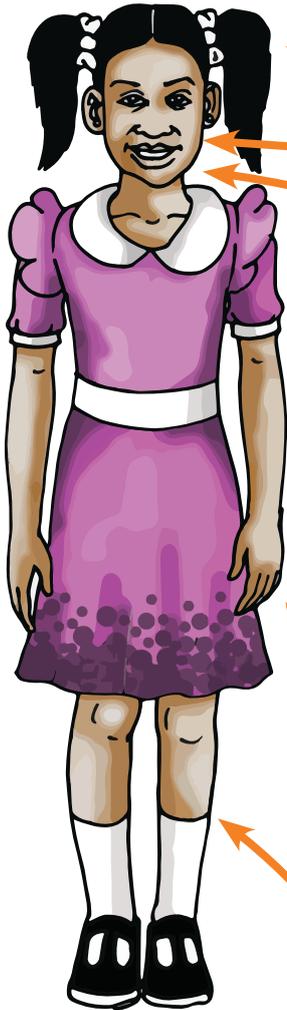
Hand

.....



Leg

.....



Good Health



Health



Good

Good Health.

Local language: _____



Body



Care



Well



Eat



Well

Look after your body by eating well.

Local language: _____

Important Verbs



Wash Hands

.....



Wash Utensils

.....



Wash Face

.....



Wash Clothes

.....



Wash Fruit

.....



Sweep

.....



Clean

.....



Mop

.....



Shave Head

.....



Cut Nails

.....

Activity 1

Sign out what happens after this picture.



Sign out what happens after this picture and where each person goes.



Diseases and Symptoms



Malaria

.....



Cold or Flu

.....



Mumps

.....



Cholera

.....



AIDS

.....



Cough

.....



Headache

.....



Stomach Ache

.....



Toothache

.....



Vomiting

.....



Diarrhoea

.....

Activity 2

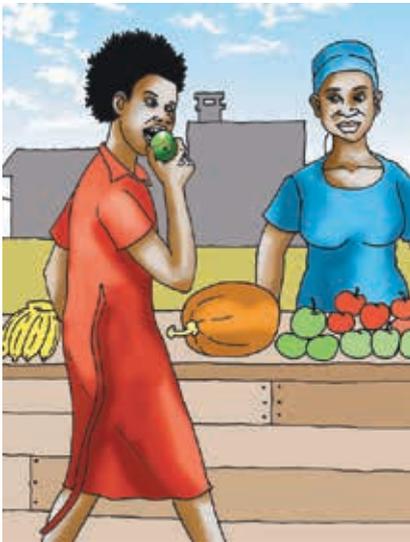
Play this game in pairs. One person touches a part of their body and the other person signs a sentence about that body part.

Activity 3

Sign sentences about the following scenarios.



What has the child not done?
What should the child do?



Activity 4

Use each of the following signs to make a sentence, give instructions, or ask a question:



Wash Hands

.....



Make Bed

.....



Wash Clothes

.....



Shave Head

.....



Clean

.....

Key Point to Remember

- The expression on your face shows your child whether you are instructing them to do something, asking a question, or simply telling them something.

Chapter Eight

Express Yourself



How Are You Feeling?



You



Feel



How

How are you feeling?

Local language: _____

Useful Signs



Happy



Sad



Surprised



Angry



Worried



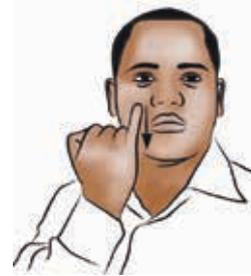
Bored



Excited



Tired



Serious



Indifferent



Service



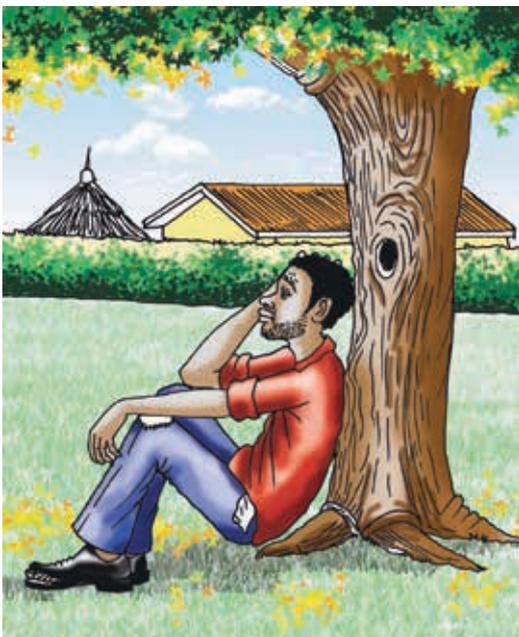
Disappoint



Interesting

Activity 1

Sign out how the people are feeling in the pictures below.



Activity 2

Use facial expressions to show the following feelings and emotions:

- Happy smile
- Sneer
- Anger
- Inquisitive
- Disappointment
- Hilarious laughter
- Surprise
- Sadness

Sentences



You



Sad



Why

Why do you look sad?

Local language: _____



You



Feel



How

Let me know how you feel.

Local language: _____



Me



Tired



Work



Always

I am tired because I am always working.

Local language: _____

Useful Signs

To show the degree or intensity of how you feel, you may have to use the sign two or three times, or use the signs for 'more' or 'much'.



Me



Happy



You



Exam



Pass

I am happy because you passed your exam.

Local language: _____



You



Play



Now



Happy

You are happy because you have been playing.

Local language: _____



Me



Sad

I am feeling sad.

Local language: _____

Activity 2

Sign out sentences using different signs two or three times to emphasise a feeling or emotion. Also practise sentences using the signs for 'more', 'much' and 'many.'



Much



More



Many

.....

.....

.....

Activity 3

Play this game in pairs. One person uses facial expressions to show different feelings and emotions and the other person signs out the meaning of the facial expression.

Activity 4

Use the following signs to make sentences:



Shock



Miss



Laugh



Dead

.....

.....

.....

.....



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Deaf Child Worldwide is the international arm of the
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www.deafchildworldwide.org